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ABSTRACT

This book uses data from the National Educational Longitudinal Study of 1988 (NELS:88) to examine whether students who attend restructured high schools learn more and have access to a more equal education. The NELS:88 examined the educational status and progress of a large, nationally representative sample of 8th grade students, retesting and resurveying students in 10th and 12th grades. The book investigates how restructuring relates to various organizational and structural properties of schools, including size, curriculum, instruction, teachers' attitudes toward students, and how teachers press students to succeed. There are eight chapters in four parts. Part 1, "Context for the Study," includes (1) "Examining School Reform" and (2) "Who Goes Where? Characteristics of Students and Schools." Part 2, "A Focus on School Restructuring," includes (3) "Restructuring the Middle Grades" and (4) "Restructuring in the Early Years of High School." Part 3, "School Social Organization and Restructuring," includes (5) "The Organization of Teachers' Work Lives," (6) "Cumulative Effects of Restructuring," and (7) "A Focus on One Structural Feature: School Size." Part 4, "Implications from the Study," includes (8) "The Larger Meaning of School Restructuring for American High Schools." Overall, school restructuring positively impacted student achievement and educational environment. (Contains 190 references.) (SM)

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